

**Statement 1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative, how it promotes high student achievement and how it can be replicated.**

OPERATION BOOKWORM is a volunteer program created to provide extra reading experiences for the beginning reader. Trained volunteers work one-to-one with selected kindergarten and first grade students, helping them sort out the puzzle of reading. Together, they read and talk about books, do follow-up activities, make up and write stories, and play alphabet games. Volunteers learn special reading techniques by attending three workshops. These workshops give volunteers the practice, strategies, and confidence needed to read with children. Volunteers also learn how to use the special OPERATION BOOKWORM manual, selected books, and other materials that are part of the program.

The program's main objectives are: (1) to improve the reading literacy (readiness, book knowledge, reading ability, and comprehension skills) of kindergarten and first grade students, and (2) to involve parents and community members in the elementary schools.

OPERATION BOOKWORM is innovative because it goes beyond the traditional approach of involving volunteers in the classroom. Now teachers have the advantage of having skilled volunteers who can read individually with their students. Volunteers can include parents, community members, student teachers, and high school students. This program has encouraged a strong partnership between the schools and the community.

The practice is unique because it is an individual, early intervention reading program created specifically for at-risk readers. It was created in 1991 by two teachers to supplement the early childhood curriculum. OPERATION BOOKWORM was based in two elementary schools. Due to its success, other schools within the district have adopted the program. In some classrooms, the program has been expanded to include all beginning readers - the proficient reader, the reluctant reader, as well as the at-risk reader. Now, in its eighth year, six of the seven elementary schools in the district use OPERATION BOOKWORM as part of their beginning reading program.

OPERATION BOOKWORM promotes high student achievement by allowing students to practice the skills and activities needed to become successful readers. Through one-to-one reading experiences, students have improved their reading skills, as measured by the Concepts About Print Test in kindergarten (see Chart 1 in Statement 3) and by the Literacy Portfolio in grade 1 (see Chart 2 in Statement 3). The program provides students with the opportunity to work away from distractions in the classroom, at least once a week, with a caring volunteer. This is further reinforced at home when students share OPERATION BOOKWORM activities with their parents.

Any school can replicate this program. Teachers invite parents and community members to volunteer in their classroom. The school then provides training sessions to teach volunteers about the OPERATION BOOKWORM program. Volunteers are then scheduled to work in the kindergarten and first grade classrooms.

**Statement 2. Describe the educational needs of students that the practice addresses and how they were identified. List the *Core Curriculum Content and Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses the standard(s).**

OPERATION BOOKWORM addresses the skills necessary to prepare a child to read and to become an independent reader. These educational needs include reading readiness (directionality, one-to-one correspondence, locating and recognizing letters and words in print, alphabet skills, and book knowledge) and reading and listening comprehension (story retelling, identifying parts of a story through different media, sequencing, and relating a story to personal enjoyment and experiences). Through OPERATION BOOKWORM the at-risk reader is able to focus on those skills needed to accelerate his reading ability. The reluctant/shy reader can build his confidence by reading in a one-to-one situation. The proficient reader has time to read extra books and do extension activities.

OPERATION BOOKWORM targets the student needs that are identified on the Concepts About Print Test in kindergarten and the Literacy Portfolio in grade 1. Teachers' input is also important in placing students in the program.

The program addresses the following *Core Curriculum Content and Cross-Content Workplace Readiness Standards* (May, 1996):

**STANDARD 3.2: ALL STUDENTS WILL LISTEN ACTIVELY IN A VARIETY OF SITUATIONS TO INFORMATION FROM A VARIETY OF SOURCES.**

<u>Core Curriculum Content &amp; Cross-Content Workplace Readiness Standards</u>	<u>How OPERATION BOOKWORM Addresses The Standards</u>
2. Demonstrate comprehension of a story, etc.	Students show story comprehension by answering questions & doing relevant story activities.
3. Listen for a variety of purposes, such as enjoyment & obtaining information.	Books & activities are varied so students enjoy reading, learn new things, & increase their knowledge.
6. Develop listening strategies, such as asking questions, making predictions, etc.	Students learn to ask & answer questions as they read & listen to stories. This challenges their thinking.
7. Follow oral directions.	Most directions are given orally. Students are encouraged to listen & think.

**STANDARD 3.4: ALL STUDENTS WILL READ A VARIETY OF MATERIALS AND TEXTS WITH COMPREHENSION AND CRITICAL ANALYSIS.**

<u>Core Curriculum Content &amp; Cross-Content Workplace Readiness Standards</u>	<u>How OPERATION BOOKWORM Addresses The Standards</u>
2. Listen & respond to whole texts.	Students listen to a book & answer questions about the story.
4. Use reading for different purposes, such as enjoyment, learning, & problem-solving.	Students make predictions, find information, & talk about likes/dislikes after reading a story.
7. Use print concepts in developmentally appropriate ways.	Students locate words & letters on a page, & learn about directionality & one-to-one correspondence.
8. Read with comprehension.	Students answer questions before, during, & after reading a story to check their comprehension.
9. Use prior knowledge to extend reading ability & comprehension, etc.	Volunteers ask questions that relate the story to the students & involve them in the story.
13. Identify elements of a story, such as characters, setting, & sequence of events.	The elements of the story are discussed - before, during, &/or after the story is read.
16. Read & use printed materials & technical materials from other disciplines, such as science, etc.	OPERATION BOOKWORM uses a variety of fiction & non-fiction materials to expose students to different kinds of writing & information.

**Statement 3. Document the assessment measures used to determine the extent to which the objectives of the practice have been met.**

**Objective 1: to improve the reading literacy (readiness, book knowledge, reading ability, and comprehension skills) of kindergarten and first grade students.**

Two elementary schools that use OPERATION BOOKWORM as part of their beginning reading program were targeted for the statistics below. The data in Charts 1 and 2 follow the same children from the beginning to the end of the year.

**Kindergarten Results:** Chart 1 on the next page shows the growth pattern as measured by the Concepts About Print Test. The Concepts About Print Test was developed in New Zealand for beginning readers. It assesses students' reading readiness and book knowledge, including book and print conventions, letter and word recognition, directionality, and one-to-one correspondence. The Concepts About Print Test was used as a guide for the creation of OPERATION BOOKWORM. A student's score on the 24 point scale indicates which reading concepts the child has acquired and which skills need to be learned. The results below show that students' knowledge about reading increased significantly after being in OPERATION BOOKWORM.

**CHART 1: KINDERGARTEN PRETEST AND POST TEST RESULTS**  
**CONCEPTS ABOUT PRINT TEST, POINT SCALE 0-24**

	1994/95	1994/95	1995/96	1995/96	1996/97	1996/97	1997/98	1997/98
Points	Sept.	June	Sept.	June	Sept.	June	Sept.	June
0-3	8 (19%)		7 (16%)		8 (16%)		2 (3%)	
4-6	17 (40%)		9 (22%)		14 (28%)		18 (26%)	
7-9	11 (26%)	2 (5%)	17 (41%)	1 (2%)	28 (56%)	3 (6%)	24 (35%)	
10-12	2 (4%)	9 (20%)	8 (19%)	11 (26%)		5 (10%)	12 (18%)	6 (9%)
13-15	5 (11%)	15 (35%)	1 (2%)	9 (22%)		20 (40%)	10 (15%)	25 (37%)
16-18		15 (35%)		15 (36%)		19 (38%)	2 (3%)	19 (28%)
19-24		2 (5%)		6 (14%)		3 (6%)		18 (26 %)

Grade 1 Results: Chart 2 below shows the growth pattern as measured by this district's Literacy Portfolio. The portfolio is a collection of students' reading and writing assessments, including word awareness activities, running records, writing samples, and story retellings. It has a standardized scale with 6 levels. This scale was developed with researchers from the Educational Testing Service and has an interrelated reliability of .96. A student's scale score on the Literacy Portfolio indicates which reading and writing skills the child has acquired and which ones need to be learned. Students are expected to reach level 4 by the end of grade 1; this level means that specific criteria in word awareness, sight vocabulary, reading ability, and writing conventions have been met. By the end of grade 2, students are expected to reach level 6; level 6 designates an independent reader and writer. The results below show significant growth in the areas measured by the Literacy Portfolio for those students who had OPERATION BOOKWORM as part of their reading program.

**CHART 2: GRADE 1 PRETEST AND POST TEST RESULTS**  
**LITERACY PORTFOLIO, SCALE SCORE RANGE - LEVELS 0-6**

	1994/95	1994/95	1995/96	1995/96	1996/97	1996/97	1997/98	1997/98
Levels	End K	End G.1	End K	End G.1	End K	End G.1	End K	End G.1
1.0 - 1.5	1 (4%)		3 (8%)					
2.0 - 2.5	21 (92%)	2 (9%)	28 (78%)		10 (50%)	1 (5%)	12 (28%)	1 (2%)
3.0 - 3.5	1 (4%)	6 (26%)	5 (14%)	17 (47%)	10 (50%)	8 (40%)	30 (70%)	5 (12%)
4.0 +		15 (65%)		19 (53%)		11(55%)	1 (2%)	37 (86%)

**Objective 2: to involve parents and community members in the schools.**

OPERATION BOOKWORM provides an opportunity for schools to invite parents and community members into the classroom. To assess this objective, a database of program participants and schedules has been established in each OPERATION BOOKWORM school. When the program began in 1991, there were 20 people volunteering in two schools. Due to its success, principals in five other schools adopted this program as part of their beginning reading plan. ~~Presently, six of the seven elementary schools in the district are using the program and have over 70 OPERATION BOOKWORM volunteers.~~ <sup>have adopted</sup>

Up until 1995, volunteers were mainly parents. In 1996 senior citizens and members of the American Association of Retired Persons were invited to join OPERATION BOOKWORM. Last year, OPERATION BOOKWORM was also expanded to include high school students. Thirteen high schoolers worked with children in two elementary schools as part of their after-school programs. These efforts were successful in involving more community members in our schools. This continues to meet the OPERATION BOOKWORM goal of increased community involvement, as well as contributes to the same district-wide goal.

*Presently, over 200 volunteers have been trained in OPERATION BOOKWORM techniques.*